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ABSTRACT

Two groups of Japanese students, 40 university students (aged 18-25) and 34 high school students (aged 13-15), assessed their own English language skills (listening, speaking, reading, and writing) after having lived in an English-speaking country for at least a year before returning to Japan. This evaluation was compared with objective listening test results and teachers' assessments of oral skills. Influence of such variables as age, sex, attitude toward English, English use patterns overseas, length of stay overseas, and time since return from overseas was also examined. Results show the college students felt their skills had deteriorated, and this was confirmed in listening and speaking tests results, particularly the longer the time since return. High school students' results show a correlation between self-assessment and language environment after return to Japan. Both groups found their classroom learning about English-speaking cultures most useful and their vocabulary study least useful. Issues in self-evaluation arising from the findings, particularly as they relate to age differences, and follow-up support after return from overseas are discussed. Contains 15 references. (MSE)

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SELF ASSESSMENT AND ESL COMPETENCE OF JAPANESE RETURNEES

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Introduction:

The literature on the relation between exposure to and ESL proficiency structure is vast. Specifically, previous studies conducted on Japanese children's bilingualism and their proficiency level in each of these languages are not few. Each of these groups of researches, however, stresses on different angles of several components of bilingualism. At the same time, most of them indicate common findings that factors such as the child himself, home and institutional factors are strongly related to children's L2 proficiency (Verhoeven, 1991). Among the most relevant of these studies will be mentioned here.

Minoura's study (1977) on Japanese children living in the US found that the age of entry to the country (corresponding to the length of residence) was by far the most significant factor which accounted for their performance in the English test given them. Studies on the rate of second language acquisition among Japanese children have also been reported, and one good reference to the present study is that of Walburg, Hase and Rasher (1978). The researchers' primary interest in the study mentioned was to test some models in second language acquisition, and concluded that the most dominant factor associated with gains in English proficiency was the number of months spent in the US.

In both of the studies mentioned above, the length of residence in the foreign country did not necessarily correspond to the number of schooling in the US. In the present experiment, distinction is made between each of these factors because the influence of each of these on the students' self-estimate of their English ability and their actual classroom performance has not yet been reported so far.

Other studies made on the language proficiency of Japanese student returnees focus on the relation between proficiency levels in Japanese and in English.

In Nakano's study (1978) for instance, students who, after having returned to Japan from different English speaking countries, were interviewed and grouped together according to their self-reported strengths in the two languages. The results indicate that the degree of

regression in the mother tongue is closely correlated to the degree of second language acquisition.

A relatively recent study was conducted on Japanese language maintenance and second language learning by Okamura-Bichard (1985). The research using Japanese children temporarily residing in the US, and exploring a number of variables and factors associated with them, revealed that there is no important relationship between (1) the number of years of schooling in Japan amd the students' level in Japanese language and (2) the level of intelligence and abilities in the two languages, as well as (3) the comparable abilities in Japanese and English. The study is interesting in that it reported that the years of schooling in the US was significantly related to the skills level in English.

So far, what has been reported as language maintenance in the study of bilingual Japanese children is the degree to which they maintain proficiency in the mother tongue, while being immersed in or after having returned from a second language environment. In this study, however, language maintenance refers to the degree to which the Japanese returnees maintain their ESL proficiency level after having returned to their home country for a certain period of time.

Still of direct significance to this study is the investigation conducted by Rose and Fujishima (1994) on the social and psychological aspects of having separate classes for English returnees in the university. The study holds that more than language proficiency, the social and psychological implications of having separate classes for returnees is viewed by returnees themselves and non-returnees as socially and psychologically of greater importance in curriculum development.

Objectives of the study:

This paper seeks to report the results of an investigation on the relationship between university student returnees' self-assessment of their English language skills and their actual language proficiency based on objective measures such as test scores on listening comprehension, and scores on their speaking ability. Likewiise, it seeks to examine how junior high school students, who after having developed a certain level of ESL proficiency overseas, are situated in the curriculum of high school. The study is considered two-dimensional in that first, it aims to examine the correlation between the Ss' self-estimates and some

underlying factors, most important of which are the length of stay overseas, corresponding to the length of exposure to English outside of Japan, as well as their date of return. Furthermore, it is concerned with correlating the students' self-given scores with objective measures, in an attempt to answer the questions below, which were formulated based on a review of findings on self-assessment of EFL skills as well as on ESL acquisition and maintenance.

1. How do overseas students in the university level estimate their English competence level, and how does their self-evaluation compare to their actual classroom test scores and to teacher-appraisal of their communicative performance? How do high school returnees' assessment of their ESL competence compare with that of the university students?
2. Does the length of residence overseas affect any, or all, of the four areas of the returnees' English ability? If it does, which of the areas of Listening, Speaking, Reading and Writing is influenced most by such exposure?
3. Do other factors such as age, sex, attitude and interest towards English have any significant relationship to the Ss' test scores and teacher rating, as well as to their self-reported estimates of their language ability? What are the underlying factors, if any, involved in their evaluation?
4. What is the relevance of the English overseas program and how do the samples perceive it in relation to their language needs?
5. How does the students' self-appraisal of their language skills upon returning from abroad compare with their evaluation of their skills level at present? Is there any significance in the ability changes, if any?

This investigation, although small-scale, rests on the assumption that the issue on English language loss and regression after return to Japan is vital in designing and developing an English curriculum that sustains to the special language needs of the Japanese returnees.

Methods of investigation:

(1) Subjects

Forty university students (M: 15, F: 25) in a private university, and 34 junior high school students (M:14, F: 20) in a private school were chosen as subjects in the study. For the

first group of samples, there were 14, 10, 8, 8 in the 1st, 2nd, 3rd and 4th year, respectively; and 14, 11 and 9 students in the 1st, 2nd and 3rd year, respectively. All the samples were picked at random. The university Ss are English majors with the age ranging from 18 to 25, while the second group of Ss were 13-15 years old. It was hoped that the sample would include subjects who had been in an English speaking country for at least an average length of one year to a maximum of 10 years.

The university students are considered as English returnees upon entry into the university on two conditions: first, they should have lived in an English speaking country for at least a period of one year, and second, they should pass the English qualifying exam given by the university. Upon complying with these two requirements, they belong to an Overseas English class for a period of one year, after which they are grouped together with other students of different abilities in all other English classes.

The OS program in the high school seeks to provide a relevant follow up English instruction suited to the level of the returnees. Students, upon returning from abroad and who want to join the OS English program are given a placement test. All students in one grade level are grouped together in one class such that there are three groups for each of the year levels. The English class meets four times a week for Reading and Conversation activities under a native English teacher, aside from a grammar class taught by a Japanese teacher.

The samples in the study came from a variety of countries where English is either the first language or the main language of daily communication. These countries include: USA, England, Australia, New Zealand, and others.

(2) Instruments and procedures:

A short questionnaire was employed as a kind of self-rating instrument. The main part of the questionnaire asked the Ss to rate their proficiency level in the four areas of Listening, Speaking, Reading and Writing twice: first, after having arrived from overseas, and second: at present.

Several kinds of self-rating instruments had been used in the past, but in none of the self-assessment studies found in the research literature (Blanche & Merino, 1989) was age of each of the Ss taken into consideration. Furthermore, studies on such factors as attitude and

aptitude, which eventhough unrelated to each other- can be related to achievement in foreign language, and on attitudinal factors which certainly outweigh aptitude factors in SL acquisition (Krashen, 1985) are yet inadequate. Such studies can however, prove useful in developing a theory about how self-assessment functions in all learners. In this study, the questionnaire used, consisting of thirty items, contained questions intended to elicit such information as possible on factors of age, interest, attitude and aptitude towards English, as well as home and socio-linguistic environments.

A listening comprehension test was administered and the results were correlated with the students' self-rating of listening skill. All the students taken as samples took the listening comprehension test during a regular English class session after which they answered the questionnaire in another class the following week. In this case, they could ask the teacher for questions, in case of any.

The listening comprehension test consisted of two parts: a recorded conversation, and a short narrative, both adapted from a university level instructional material. The students were asked to listen twice and then answer the questions on print. The listening comprehension test had a reliability of .88 by the KR 21 method.

The results of students' self-evaluation of their listening ability were correlated with those of their listening comprehension test; meanwhile their appraisal of their speaking skills was correlated with the English teacher's rating of their communicative ability in class. The external criterion used for evaluating the samples' speaking ability was a teacher rating. The teacher rating was given each student as a summative grade based on class performance, such as recitation and oral test scores, at the end of the school term to avoid biased rating. An inter-rater reliability was established between the teacher-given mark and each student's self-rating of their speaking skill; no significant difference was found between the two ratings. This statistical significance indicates the fairly objective level with which the samples have evaluated themselves and thus, can be assumed to be in the same level as the teacher perceive it to be. The use of teacher rating has often been viewed in the past as problematic because such ratings are themselves not necessarily reliable. Their pragmatic validity, however, is a fact of life. (Klein-Braley and Raatz, 1985). Measures to establish correlation with reading and writing skills were not unfortunately available in this experiment. These results

will hopefully be reported in an upcoming paper. For the high school samples, the self-rating instrument was used mainly in the absence of objective measures such as language tests. In so doing, it was hoped that the self evaluation results of the two groups of Ss could provide a basis for comparative analysis.

Analysis of data:

A correlational analysis was conducted to examine the relationship between the students' self-assessment and other measurement criteria. A Pearson product correlation coefficient and MANOVA were used to investigate on the relationships among the variables to answer the second and third questions posed earlier. Multiple regression analyses were run on some identifiable items against the obtained self-estimate for Listening, Speaking, Reading and Writing abilities (1) after having arrived from overseas and (2) at present. To find for any significant difference between the Ss' estimate of their English proficiency upon arrival from abroad (ES1) and their assessment of their present ability (ES2) the Wilcoxon rank-order method was used. For the purpose of reducing the number of variables and confirming the validity of their constructs, factor analyses were applied to the original variables from the questionnaire which had been assumed to measure areas such as students' attitude and interest toward English during their stay overseas and after return to Japan.

Results and discussion:

The summary of basic statistics on the Ss' major background is given in Table 1 below. The age range of the university Ss was from 18 to 25, while the high school Ss were 13-15 years old. With the exception of three students, most of the responses indicate that the period of schooling in an English school abroad closely corresponded to the period of residence. These three students who lived three years overseas did not go to an English school at all. Among the four sub-groups of university students, freshmen samples reentered Japan most recently - 2.2 years ago; the second year students came back four years ago, on the average; while the third and fourth year samples came back to Japan five years ago, on the average. Meanwhile, most third year junior high school students came back to Japan a year ago; students in the second year reentered two years; and the freshmen joined the program right

after reentry to Japan a year before.

Table 1
Range, Mean and SD of the Ss background
(I: N=40: M=15 / F=25)
(N=34: M=9 / F=25)

	Mean		SD		Min		Max	
	I	II	I	II	I	II	I	II
Age	20.3	14	1.7	0.7	18	13	25	15
P Stay overseas	2.67	4.2	2.2	1.8	1	1	11	10
P School overseas	2.3	5.4	2.2	1.3	0	1	10	10
Reentry	3.3	2.5	2.3	0.7	1	1	11	3

* I = data for university students
II=data for junior high school students

Table 2
Correlationbetween self-rating of the four skills and English-self I and II
(University Students)

	L1	L2	S1	S2	R1	R2	W1	W2
L1	-	.68	.93	.65	.89	.67	.87	.69
L2	.68	-	.66	.85	.65	.89	.59	.88
S1	.93	.66	-	.65	.88	.67	.88	.69
S2	.65	.85	.65	-	.54	.84	.59	.89
R1	.88	.65	.87	.54	-	.69	.89	.69
R2	.67	.89	.67	.84	.69	-	.65	.91
W1	.87	.59	.89	.59	.89	.65	-	.68
W2	.69	.88	.69	.89	.69	910	.68	-

Table 3
Correlation between self-rating of the four skills and English-self I and II
(Junior High School Students)

	L1	L2	S1	S2	R1	R2	W1	W2
L1	-	.56	.82	.55	.41	.52	.47	.57
L2	.48	-	.65	.76	.56	.66	.48	.68
S1	.82	.54	-	.78	.57	.47	.68	.54
S2	.61	.78	.59	-	.49	.76	.53	.79
R1	.66	.57	.63	.51	-	.50	.61	.81
R2	.56	.78	.47	.55	.66	-	.59	.81
W1	.78	.49	.79	.52	.80	.57	-	.48
W2	.49	.77	.64	.76	.51	.81	.59	-

The students were asked to rank their Listening, Speaking, Writing and Reading skills just after their return from overseas (English-self I) and their present skills (English -self II). Their given scores were correlated and the results are shown in Tables 2 and 3 above.

Self-assessment theory has apparently just begun to expand as a distinct area in the field of language testing and evaluation (Blanche and Merino, 1989).There are a number of factors that may affect accuracy in self-evaluation; and reports on its reliability have not always been consistent in the past. (Oller, Baca and Vigil, 1977). In this study, however, the subjects' self-ratings were judged as fairly acceptable, and the judgment was based on the significant correlation of their ratings to each other, as seen in Table 2 above. Furthermore, the accuracy of these self-given scores are proven in the results of findings to be discussed below.

One major concern in this research was find out to how students perceive their English competence after arriving from overseas and their present language ability. Without dealing too much with terminologies, we were actually concerned with language gains or loss within this time span. In the questionnaire, the students were asked to rate their ability in each competence area in a five-point scale ranging from 0="very bad" to 5="very good", like a

native speaker, twice. English -self 1 is their self reported ability in each of the competence areas of Listening, Speaking, Reading and Writing after their return to Japan, while English-self II is their self reported ability in each competence area at the present time. Table 4 below indicates the difference between the Ss' perceived English ESL ability at present and at the time of reentry to Japan.

Table 4
Difference in Ss' perception of ESL skills upon return (I) and at present (II)

Areas of Competence	Difference between English-self 1 and English-self 11					
	T Value		* Critical		Value	
	I	II	I	II	I	II
Listening	18	28	30	21	20	19
Speaking	19	34	66	25	49	21
Reading	17	76	35	35	23	29
Writing	34	62	30	30	20	28
			0.05		0.01	

* To be significant, the figures that appear under T value should be lower than those under the critical value

** I = Data for university students, II = Data for junior high school students

A numerical computation of the differences in the university students' performance ratings of English-self I and English-self II reveal that listening and speaking skills declined from 4= "very good for most purposes", after return to Japan, to 2= "fairly well", at present. Reading and Writing remained at a level of 2= "fairly well", on the average. To check for the significance and reliability of these given scores in these two given points of time, the researcher used the Wilcoxon rank-order method. The results indicate that with the exception of Writing, the difference obtained after comparing the Ss' self-rating after return from overseas and at present (the figures that appear under the T value column) is lower than the critical value, even in the more strict conditions of 0.01 level. The big difference in the two values indicates a highly statistically significant result. In an answer to question 4 posed in an earlier section of this paper, the students' consider a "skills performance" loss , or atrition, after return to their home country, and this perception can be considered accurate based on the statistically significant result. No significant difference was observed for the self-ratings given by the younger group of samples.

Discussions from hereon will concentrate on the results of investigation on the first group of samples. Presentation of self-rating given by the high school students will be given after a discussion of Table7 below.

The next task to undertake was to find out how these self-rated English ability relate to objective and external measures such as a listening test and a teacher rating of their classroom performance. To achieve this, students' self-appraisal of their listening ability at present (L2) was correlated with their scores in the listening comprehension test, and the relationship was found to be 0.76 significant. Meanwhile, their self-evaluation of their speaking ability was correlated with the teacher evaluation of their actual classroom speaking performance, and the relationship was found to be 0.75. In response to the first question posed earlier, as far as listening skill is concerned, there exists a relatively high correlation between the students' actual listening comprehension ability and their self-rating, as well as the teacher-given mark of their speaking ability and their self-given scores. This is further described in Table 4 below. Meanwhile, the statistical findings here give further support to the results of the students' overall self-evaluation of language skillls presented in Table 3 above.

Another area of concern in this research is the degree to which other composite factors may have an effect on the students' actual language performance as well as on their self-estimate of their language ability. The strength of relationship between the first two sets of variables are indicated in Table 5 below, while the degree to which underlying factors affect their self evaluation is described in Table 6 below.

Table 5
Correlation results of criterion measures to other variables

	Listening Comprehension Scores	Speaking Skill Scores
Self-appraisal II		
listening ability	0.66	0.36
speaking ability	0.38	0.65
P stay overseas	0.57	0.36
Reentry date	-0.83	0.32
Age	-0.56	0.39
Sex	0.36	0.13
Interest	0.80	0.49
P schooling	0.20	0.38
LA(H)	-0.48	0.14
LA(S)	0.42	0.41
LA(O)	0.35	0.29

A cursory glance at Table 5 reveals that interest on the language and the length of overseas stay seem to be the strongest predictor of the students' listening test scores. The highest correlational finding here on the relation between interest and listening test performance is supported by the earlier finding of Lamber and Gardner (1985) that attitudinal factors outweigh aptitude factors and play an important role in second language performance. The next highest correlation between listening test scores and period of stay overseas may be self-explanatory by the fact that immersion in an environment where the target language is spoken, is a prerequisite to developing listening comprehension skills. This is supported by the findings on the influence of linguistic environment on the listening skill. Language environment for this study, was specifically narrowed down to language used during residence abroad: at home (LAH), in school (LAS), and outside the home and school (LAO). The questionnaire item for language environment required the responses that indicate the balance in the usage of both English and Japanese. The answers were ordered along a progressive scale of 1-5; it was therefore possible to take the numbers of chosen alternatives as points. The most significant result is the inverse relationship between language spoken at home, considering that 95% of the students claim that Japanese was used as their home language throughout their period of stay overseas. The finding on the high and negative correlation between reentry date and listening test scores is worth of note in this study.

An ANOVA was conducted among the inter-group (1st, 2nd , 3rd and 4th year) scores, and the results were significant. The finding indicates that the degree of regression in the foreign language skills - listening - closely corresponds to the date of return to the mother country. This result parallels an earlier finding (Nakano, 1988) on the degree of regression between the mother tongue and second language acquisition. In order to confirm this finding, a regression analysis was carried out using he listening and speaking scores as the dependent variables and the other factors as the predictor variables. The results are reported in Table 6 and Table 7 below. The period of time after return to their home country seems to be the strongest significant predictive factor for the students' listening ability in English. All the other factors were no longer significant after the inclusion of the fourth variable.

Table 6
Multiple regression analysis - Listening Test Scores

Step	Variable entered	R2	Change in R2	t-ratio
1	Reentry	-.764	-.764	28.04 **
2	P Stay	.784	.020	7.47 **
3	Age	.792	.008	4.79 **
4	Sex	.832	.040	6.82
5	P Schooling	.869	.037	1.58
6	Interest	.871	.002	1.22

** = p< .01

As regards the significance of the given rating on the Ss' speaking ability, the results indicated in Table 5 above do not in any way show any correlation between the teacher-given marks and other factors that proved significant in relation to their speaking ability. In order to investigate on this further, a regression analysis was carried out on the same factors as predictor variables and the Ss' speaking scores as the dependent variable. The same factors were entered into analysis and tried in all combinations, and the results are shown in Table7 below.

Table 7
Multiple regression analysis - Speaking Skill Scores

Step	Variable entered	R2	Change in R2	t-ratio
1	P Stay	.708	.708	22.25 **
2	Reentry	-.781	-.073	8.14 **
3	Age	.854	.073	3.22 **
4	Sex	.891	.037	9.25
5	P Schooling	.912	.021	3.12
6	Interest	.925	.013	2.08

** = p< .01

The results of the analysis on the relationship between the two factors: period of stay overseas and reentry date, and the Ss' speaking scores are of a particular significance. To further investigate on this, an ANOVA was conducted among the inter-group (1st, 2nd, 3rd and 4th year) scores. Like in the listening skill, the results indicate that students who have

been back to Japan longer got lower scores than those who have just returned (at least a year before this study was conducted). Meanwhile, the length of stay overseas proved to be a strong predictor for the speaking ability of the Ss. All other factors, including language environment- which was not included in the table because of space limitations - were no longer significant after the inclusion of the third variable.

As has been mentioned earlier, due to certain sanctions by the high school, objective measurement criteria could not be obtained for the second group of samples. Discussions will therefore be limited to the relationship between the students' self-estimate and related variables as indicated in Table 7 below.

Relation between self-estimate of ESL ability after reentry (English-self II) to other factors

A within-group analysis of the correlational results of self-estimates of the language skills and other factors reveals that regardless of their date of reentry, and correspondingly, the length of attendance in the overseas class, the Ss' reported similar self ratings. Responses to the question concerning language use at home (H), in school (S) and outside (O) were included. The results show a slightly significant relationship between self-assessment and language environment. The greater exposure to Japanese language at home and in school brings with it a corresponding regression in the ability to comprehend the target language and to speak it.

Table 8

Correlation Matrix among related variables and English-self II

Variable level	L2	S2	R2	W2
Age	0.17	0.10	0.13	0.19
Sex	0.15	0.18	0.09	0.13
Reentry	0.48	0.47	0.44	0.41
LJ (H)	-0.42	-0.47	-0.39	-0.37
LJ (S)	-.34	-0.47	-0.28	-0.23
LJ (O)	-0.28	-0.29	-0.07	-0.08

The students' perception of the English Class for returnees

In an attempt to answer question five of the research aims, the students were asked to rank the seven items on how the English class for returnees has been useful for them, in a scale ranging from 1 (most useful) to 7 (least useful) aspects of the class. The responses were analyzed using the Friedman two-way analysis of variance by rank method. The results from both groups indicate that there is a significance between items (c) increasing their understanding of foreign culture - which they find most useful - and (a), broadening their vocabulary- which they find the least useful aspect of the English class. These items obtained a chi-square of X2=20.71 when X20.995= 18.548. This high significant result also indicates that the students ranking of the other items in terms of improving their speaking ability, listening skill, and reading comprehension, and in terms of giving them a chance to talk to foreign teachers, and a chance to make friends, in that order is valid and significant. The same method was applied to a inter-group responses, and the results were likewise significant. This means that each of the sub-groups perceive the value of the English class in the same way.

Conclusions:

The results of this study are significant in terms of (1) the theoretical issues on students' self-evaluation and the factors affecting them, and (2) the practical issues on the meaning of an Overseas English class in relation to other follow-up support thereafter. Although the findings of this research can be regarded only as suggestive, due both to the small number of Ss, and the fact that different interpretations of results are possible, they throw some light to some aspects of the self-assessment theory, as well as to the value of the English program in the ESL maintenance of returnees.

First, on the one hand, the Ss' self-assessment of their skills can be said to be a function of cognitive development and maturity (Cummins, 1977) and (Okamura-Bichard, 1985) rather than a function of length of schooling or stay abroad. Differences in the results of the self-assessment of the two groups on skills retrogession from date of return to Japan to th present point out to this. On the other hand, the correlational results of these variable to more objective measures such as the Ss' test scores suggest that there is evidence for interest to function as a predictor for performance in second language acquisition. Furthermore, the present group of subjects seemed to show that ESL performance, particularly with regard to

listening and speaking skills, is a function of length of stay overseas.

Finally, the regression results showing increasingly high increment values on reentry as a variable indicates that the present group of Ss showed considerable loss in their listening and speaking skills after having returned. Although this area offers an explicit basis of comparion for additional research, the writer was faced with the issue of skills retrogression resulting from lack of sustaining support after just a period of one year in the Overseas English class. This study is indicative of the needs of student returnees in the university. It leaves an open-ended question: in the language curriculum design in the university level: how much should be devoted to English for returnees, and how much of such curriculum should be devoted to each of the competence areas. Although there are questions raised regarding the socio-emotional issues in having separate English classes for returnees (Rose & Fujishima, 1994), a carefully planned OEP is highly desirable not only from the psychological points of view (Okamura-Bichard, 1985), but more importantly for the linguistic benefits it offers in maintaining ESL skills of Japanese returnees. The younger group of samples report a significant influence of the language environment on ESL competence.

Subsequent researches can build upon the present study in some important ways. First, there is a need for a similar study to be conducted, using similar variables on the other language proficiency skills - reading and writing, to show how these complex factors interact in developing both ESL competence and proficiency (Bachman, 1992) of Japanesereturnees. Then too, a closer examination of other OEP (overseas English progam) variables, as well as those underlying ESL study particularly other socio-linguistic variables in the environment, objective measurement criteria for the high school samples, and a larger sample size than that used in this study are improvements desirable in a similar study in the future.

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Name: _____ Age: _____
Father's occupation: _____
What country/countries did you stay in?_____

How many years did you live abroad: (check on the blank of your choice)
____ 1 -2 years _____3-4 years _____5 years and more
____ others (please specify) _____

How old were you during your stay overseas? (check your choice)
_____ less than 3 yrs. old ____ 3 - 5 yrs. old ___ 6 - 8 yrs. old _____ 9-12 yrs. old
____ older than 12 yrs. ___ others (please specify) _____

For what reason/s did you live overseas? (check the letter of your choice)
(a) ____ father's work (b)_____ mother's work (c)_____ both (a) and (b)
(d) ____ exchange student (e) _____others (please specify) _____

Did you study in an English school when you were abroad? _____ YES _____ NO
How many years did you study in an English school abroad? ____ 1 year ___ 2 years
___ 3 years _____ 4 years _____ 5 years _____ more than 5 years

When did you come back to Japan?(check on the blank of your choice)
_____ last year ____ 2 yrs. ago _____ more than 3 yrs. ago ___others (please specify) _____

How did you get into the overseas program?
____ my parents' wish _____ my teacher's advice ____ my personal choice

What language / languages did you use when you were abroad?
_____ Japanese _____ English _____ both Japanese & English _____ others

If your answer is both, how much of Japanese and English did you use:

at home:	_____more Japanese than English	_____more English than Japanese
in school:	_____more Japanese than English	_____ more English than Japanese
outside:	_____more Japanese than English	_____ more English than Japanese

What language do you use <u>at home now</u>? (check the blank of your choice)
(a) ____ English (b) ____ Japanese (c)____ both (a) & (b) (d) ____others:
_____

If your answer is both, how much of English & Japanese are spoken at home?
_____ 50% English and 50% Japanese _____ mostly Japanese
_____ mostly English _____ others _____

What language do you speak <u>in school</u> (with friends)?
(a) ___ English (b) ____ Japanese (c) ___ both (a) & (b) (d) ____ others:
_____

If your answer is both, how much of English and Japanese do you use?
_____ 50% English and 50% Japanese _____ mostly Japanese
_____ mostly English _____ others _____

What language do you use <u>outside the home and school</u>?
(a)___ English (b) ____ Japanese (c)____ both (a) & (b) (d)___ others:
_____

If your answer is both, how much of English and Japanese do you use?
____ 50% English and 50% Japanese _____ mostly Japanese
____ mostly English _____ others _____

Do you think living abroad has helped improve your English ability?
____ YES ____ NO ____ I DON'T KNOW

If your answer is YES, which of the following areas has it helped improve?
___ speaking ability ____ listening to people, to the radio, etc.
_____ reading English books, magazines, etc.,
____ writing English letters, compositions, etc.
___ understanding foreign culture
____ others: please specify _____

How do you rate your English ability **before leaving Japan** to live abroad? (write only (1) number as answer)

DEGREE OF COMPETENCE	AREA OF COMPETENCE			
	understanding spoken English	Speaking English		Reading
Writing				
0=very bad	____	____	____	____
1=very basic	____	____	____	____
2=fairly well	____	____	____	____
3=good but not as good as a native speaker	____	____	____	____
4=very good for most purposes	____	____	____	____
5= very good like a native speaker	____	____	____	____

How do you rate your English ability **after returning from abroad**, and before joining the Overseas English class? (write only one (1) number as answer for each area of competence)

DEGREE of COMPETENCE	AREA of COMPETENCE			
	understanding spoken English	Speaking English		Reading
Writing				
0=very bad	_____	____	____	____
1=very basic	_____	____	____	____
2=fairly well	_____	____	____	____
3=good but not as good as a native speaker	_____	____	____	____
4= very good for most purposes	_____	____	____	____
5=very good like a native speaker	_____	____	____	____

How do you rate your English ability **now**? (write only one (1) number as answer for each area of competence)

DEGREE of COMPETENCE	AREA of COMPETENCE			
	understanding spoken English	Speaking English		Reading
Writing				
0=very bad	_____	____	____	____
1=very basic	_____	____	____	____
2=fairly well	_____	____	____	____
3=good but not as good as a native speaker	_____	____	____	____
4= very good for most purposes	_____	____	____	____
5=very good like a native speaker	_____	____	____	____

Do you like English? _____ YES _____ NO _____ I DON'T KNOW

How much do you like English?
_____ 3= very much _____ 2=so so _____ 1= not so much

In what ways are the Overseas classes useful?
(Number from 1 - 7; from most useful item to the least useful item)

___ it increases my vocabulary
___ it improves my speaking ability
____ it broadens my understanding of foreign culture
____it gives me a chance to talk with foreign teachers
___ it improves my listening skill
___ it improves my reading comprehension
____ it helps me make new friends

THANK YOU VERY MUCH FOR YOUR COOPERATION!!!

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